

CHAPTER I

INTRODUCTION

Chapter I discusses researches background, problems identification, limitation, statement of problems, objectives, and research significances.

1.1 Research Background

English is the language that is used by people in the world in communication (Mahu, 2012). It means many people use English in communication. Therefore, the field of teaching English is also expected to maintain momentum to meet international requirements (Philominraj, Bertilla, Munoz, and Fuentealba, 2018). English opens doors, gives opportunities, and helps people to live the way they get through education in this modern era. It means that learning English is important for the students to fulfill international requirements. According to Mahu (2012) studying English as a foreign language allows you to fully appreciate a country's culture and context, broadening your understanding of the English language. Besides that, English is a great thing for your professional career. It indicates that English can make us easier to get a good job in the world.

Learning English is not easy because there are some challenges will be faced by the students as well as the teachers. The teachers have to elaborate between conventional learning and online learning. According to Seman, Hashim, Roslin, and Ishar (2019), teaching in an era dominated by the millennial generation is a challenging task for teachers or educators at the Institutes of Higher Learning (IHLs). One of the learning systems that is usually used in the normal situations by the teachers and lecturers is blended learning. Blended learning is an innovative concept that gives the advantages of traditional classroom teaching and ICT-supported learning including offline learning and online learning (Lalima and Lata Dangwal, 2017). The students and the teachers are anxious because in implementing blended learning, they have to use a technology that give a new challenge for them (Oweis, 2018). According to

Hickson and Baltimore (1996, as cited in Keshavarz and Hulus, 2019), every individual has a different way of thinking and learning, conceptualizing, processing, and storing information, and the way in which they behave.

Usually, students can learn English at school and they will be guided by their teacher. But, there is a virus called COVID-19 that occurs since the end of 2019 and it impacts some countries especially in Indonesia. WHO (2020) states that COVID-19 is caused by the SARS-CoV-2 virus, which spreads between people, especially when an infected person comes into close contact with other people. The virus can spread from an infected person's mouth or nose in tiny liquid particles when they cough, sneeze, talk, sing or breathe. WHO (2020) also says that people can catch COVID-19 when the virus gets into their mouth, nose, or eyes. However, people who are most susceptible to contract COVID-19 are people who have direct contact with an infected person. Besides that, viruses can also spread after infected people sneeze, cough on, or touch surfaces, or objects, such as tables, doorknobs, and handrails.

Along with the widespread of the COVID-19 virus in Indonesia, everything must be done online or what is known as work from home (WFH). One of the impacts is the impact on education, in which every learning must be done with an online system which is called emergency remote teaching. According to Mohmmmed, Khidhir, Nazeer, and Vijayan (2020), emergency remote teaching is defined as a temporary change due to a catastrophe. Therefore, all instructions are converted into an online system that is planned and designed to be delivered virtually. Mohmmmed et al., (2020) also state that emergency remote teaching consists of the development of distance teaching tools used to deliver curricula or educational materials which were previously delivered face to face or a mixture of face-to-face and online learning. Meanwhile, Chuck et al., (2020, as cited in Aras Bozkurt and Ramesh Sharma 2020) state that emergency remote teaching is considered as a temporary solution to a disaster.

One of the universities that applies emergency remote teaching is Ganesha University of Education or Undiksha. The university is located in Singaraja, Bali. Since the government has limited activities outside of the home, Undiksha has implemented emergency remote teaching. The students and lecturers use many platforms such as E-Learning Undiksha, Zoom, Google Meet, Schoology, and others. There are lecturers using meeting conference platforms such as Zoom, Google Meet in teaching the students. Some lecturers use E-Learning, Schoology, and others to give the assignments to the students. But, some lecturers who are combining two platform such as Zoom for explaining the material and WhatsApp group for the discussion. Every lecturer is expected to be able to use any learning platforms effectively. Every student is expected to be able to understand the materials that the teachers give through learning platforms independently.

Because emergency remote teaching is a new thing, it will cause anxiety for both students and lecturers. Anxiety is an excessive fear that is felt by a person at certain times. According to Speilberger (1983 in Horwitz, Horwitz, and Cope 1986 as cited in YÜCE, 2018) defines anxiety is a personal feeling that comes from a certain individual who is described as a feeling of restlessness, worry, and other anxiety. Bunker (1936: 70, as cited in Tian, 2019) also says anxiety is something that is limited to the human psychological area for a long time, therefore anxiety is defined in a psychological context as an unhappy state accompanied by motoric releases such as sweating and an irregular heartbeat at a certain time. Besides that, Speilberger (1983 as cited in Tian, 2019) says that tension, fear, nervousness, and worry are anxiety that refers to a reaction that occurs automatically from the nervous system to the psychological.

Based on the preliminary observation, the students and lecturers in Ganesha University of Education face anxiety in learning English during the emergency remote teaching and learning. The researcher chooses 2nd semester students because they are from different cultures

and also the emergency remote teaching is a new thing for them especially in college. According to Rahiem (2021), university students usually do not lack structure, technological difficulties, and financial difficulties. During online learning, the students are also afraid because it will impact their physical and psychological. In physical they feel that not good for their eyes and in psychologist they feel bored, stress, and lonely (Rahiem, 2021). The lecturers also still having problems in using certain platforms. It can be seen from the lecturers who get confused by the features that are available on the platforms. The teaching and learning that is done virtually require teachers to have an innovative strategy. Online discussion and instructor-generated content using multi-media is a facilitating strategy that online instructors can use in providing support to students and making them actively involved in learning (Muir, Douglas, and Trimble, 2020)

Some study are researched about university students' anxiety in learning English. Most of the studies that are already held are talking about university students' anxiety in English teaching practicum. Can (2018) investigated about to define a newly emerging concept named FLTA and explore pre-service EFL teachers' anxiety-provoking factors while they were practicing teaching English to young learners in real classroom settings during teaching practicum. The study found that the pre-service EFL teachers felt anxiety in teaching English to young learners in real classroom settings particularly related to cognitive, affective, and socio-cultural factors. The other researcher is Agustiana (2014) who studies finding the level of foreign language teaching anxiety (FLTA) experienced by English students and teachers throughout the teaching practicum. He stated that lack of teaching experience and less mastering the material caused anxiety during teaching appeared. From the studies that are held, there is anxiety among pre-service teachers in doing teaching practicum. But, there are different anxiety sources like anxiety in setting classroom and less of mastering the materials in teaching practicum.

Besides students' anxiety, there are also some analyzed that are researched about teachers' anxiety in teaching English. Paker (2011) studies finding student teachers' anxiety related to the teaching practicum, what the possible sources of anxiety for student teachers are, and how different genders are affected. He stated that student teachers are anxious about some factors such as evaluation, classroom management, pedagogy, and staff relations. The other researcher is Aydin and Ustuk (2020) about foreign language anxiety in a learning context, there is not sufficient research to contextualize foreign language teaching anxiety (FLTA). He showed that the scale obtains a high-reliability coefficient and internal consistency in a five-factor solution. From the studies that are held, there is anxiety among teachers in teaching English and different factors trigger their anxiety.

Based on the explanations above, this research is related to the students and lecturers' anxiety in teaching and learning process during emergency remote teaching. This research found the students and lecturers' anxiety in learning English during emergency remote teaching. This research aims to analyze the anxiety of the students and the lecturers in doing emergency remote teaching in Ganesha University of Education. This research also aimed to analyze the strategies that use by the students and the lecturers to reduce their anxiety during the teaching and learning process. This research is important because it will help the students and the lecturers to know how to deal with their anxiety in learning English during emergency remote teaching. This research also will help the lecturers to know the students' learning preferences and also to help the lecturers know the appropriate strategies that can use in emergency remote teaching. It is necessary to analyze the students and lecturers' anxiety and their strategies to deal with it because emergency remote teaching is a new thing in Indonesia, especially in Bali.

1.2 Identification of the Problems

Since English is one of the international languages and many people use English to communicate, learning English is necessary for the students to get a good job. But, learning English is also will cause anxiety for the students and the lecturers especially in implementing emergency remote teaching. Speilberger (1983 as cited in Tian, 2019) said that tension, fear, nervousness, and worry are an anxiety which refers to a reaction that occurs automatically from the nervous system to the psychological. Emergency remote teaching is a new thing in Indonesia, especially in Bali. According to Mohmmed, Khidhir, Nazeer, and Vijayan (2020), emergency remote teaching is defined as a temporary change due to a catastrophe. Learning English without face-to-face will make the students and the lecturers feel anxious. The students have to construct their understanding of their anxiety. The lecturers have to decide the appropriate platform for the students and they also have to design their strategies in learning activities that are interesting and make the students easy to understand.

1.3 Research Limitation

There are some limitations in this research, namely:

1. The analysis of the anxiety of university students in the second semester of English Language Education of Undiksha in learning English during emergency remote teaching.
2. The analysis of the anxiety of university lecturers of English Language Education of Undiksha in teaching English during the emergency remote teaching.

1.4 Statement of Problems

There are the statement of problems in this research, namely:

1. What is the 2nd semester of English Language Education students' anxiety level in learning English during emergency remote teaching in Ganesha University of Education?

2. What is the English Language Education lecturers' anxiety level in teaching English during emergency remote teaching in Ganesha University of Education?
3. How do the 2nd semester of English Language Education students' reduce their anxiety in learning English during emergency remote teaching in Ganesha University of Education?
4. How do the English Language Education lecturers' reduce their anxiety in teaching English during emergency remote teaching in Ganesha University of Education?

1.5 Research Objectives

Based on the problem statements above, the general objectives of this research are formulated as follows:

1. General Objectives

In general, this research aims to investigate students and lecturers' anxiety in learning English during the emergency remote teaching in Ganesha University of Education in Singaraja, especially for English Language Education.

2. Specific Objectives

There are 4 specific objectives in this study, namely:

1. To investigate English Language Education students' anxiety in learning English during emergency remote teaching in Ganesha University of Education in Singaraja.
2. To investigate English Language Education lecturers' anxiety in teaching English during emergency remote teaching in Ganesha University of Education in Singaraja.
3. To find out and classify how the students of English Language Education reduce anxiety in learning English during emergency remote teaching in Ganesha University of Education in Singaraja.

4. To find out and classify how the lecturers of English Language Education reduce anxiety in teaching English during emergency remote teaching in Ganesha University of Education in Singaraja.

1.6 Research Significances

This research has 2 significances namely theoretical and practical significances which can be seen as follows:

1. Theoretical Significance

Theoretically, this research can be used as theoretical references for students and lecturers' anxiety in learning and teaching English during the emergency remote teaching study in an academic field.

2. Practical Significance

There are four practical significances of this research, namely:

a. For Students

This research can be used to help students decrease their anxiety in learning English during the emergency remote teaching.

b. For Lecturers

This research can be used as a reflection for the lecturers and also help the lecturers decreasing their anxiety in teaching English during the emergency remote teaching.

c. For Readers

This research can be used as information for the readers and the other researcher who will be able to conduct research in the same topic. Besides that, the other researcher will be able to explore the problems faced by the students and lecturers in this case.

d. For Researcher

This research such as experience and knowledge especially the students and lecturers' anxiety in learning English during remote teaching.

